



## FENNELL ELEMENTARY

P. O. Box 427  
Yemassee, SC 29945

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	185 Students	
<b>Principal</b>	Willie Coker	803-398-5591
<b>Superintendent</b>	Douglas E. McTeer, Jr.	803-943-4576
<b>Board Chair</b>	Mrs. Libby Murdaugh	803-943-2814

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Good
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

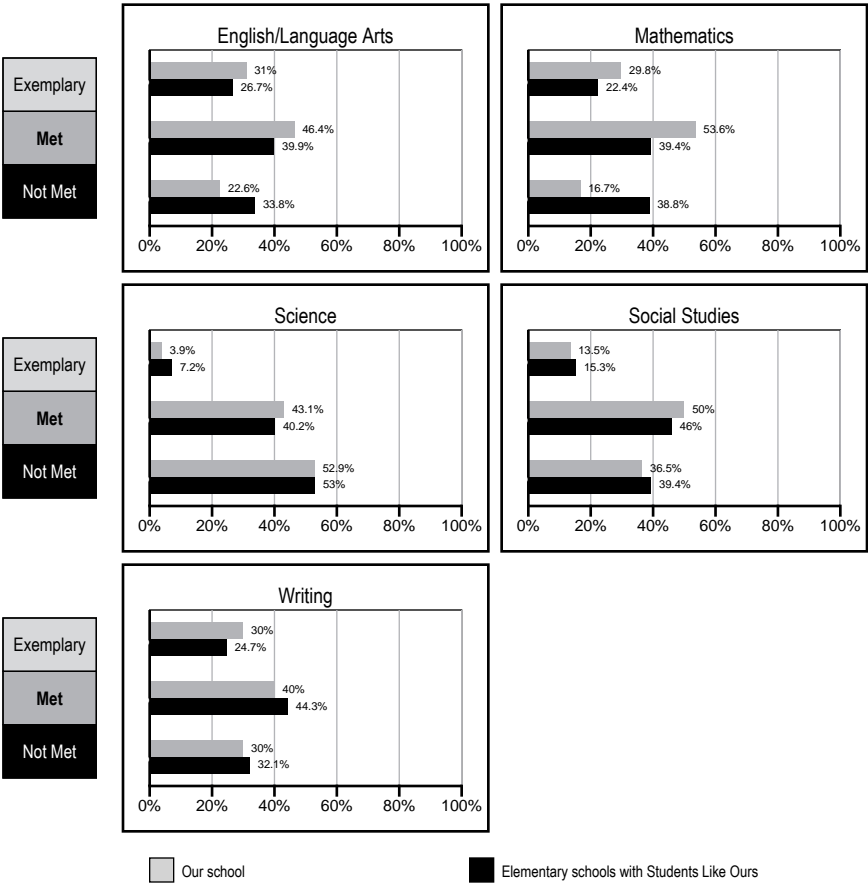
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	8	91	52	23

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=185)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Down from 2.7%	1.5%	1.1%
Attendance rate	96.3%	Up from 96.2%	96.2%	96.2%
Served by gifted and talented program	4.2%	Up from 2.9%	5.4%	13.4%
With disabilities other than speech	0.0%	No Change	4.3%	4.1%
Older than usual for grade	1.0%	Down from 1.1%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=15)</b>				
Teachers with advanced degrees	73.3%	Up from 65.0%	61.5%	62.5%
Continuing contract teachers	100.0%	No Change	82.4%	88.2%
Teachers returning from previous year	90.5%	Up from 90.3%	84.7%	87.8%
Teacher attendance rate	94.4%	Up from 93.7%	95.2%	95.2%
Average teacher salary*	\$47,043	Down 1.6%	\$45,147	\$46,773
Professional development days/teacher	6.0 days	Down from 6.4 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	15.0	Down from 46.0	3.8	4.0
Student-teacher ratio in core subjects	10.2 to 1	Down from 11.4 to 1	17.6 to 1	19.9 to 1
Prime instructional time	89.8%	Up from 88.5%	90.3%	90.4%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	44.8%	Up from 26.6%	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$10,502	Up 0.7%	\$8,449	\$7,447
Percent of expenditures for instruction**	67.0%	Up from 66.0%	67.8%	68.4%
Percent of expenditures for teacher salaries**	65.3%	Up from 62.9%	64.2%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Fennell Elementary School is providing collaborative learning teams by allowing academic teachers to meet one day per month, to discuss progress of students and implement strategies for improved teaching and learning. We remain a family and community school working and growing together with the community. We are elated with the growing level of parental engagement, phenomenal volunteer program and community involvement. It is our mission to challenge and stimulate the growth of the whole child to promote quality learning experiences.

Some of the achievements and accomplishments of the 2009-2010 school year are:

- Class size reduction in all grades
- A high level technology program
- An after-school tutorial assistance and academic program
- School wide incentive program for teachers and students
- A licensed daycare facility
- A reputable school climate and a beautiful school environment
- A productive garden and greenhouse
- A Bright Ideas Grant
- A Red Carpet School
- Double Palmetto Silver Awards
- An AYP School
- An Improvement Rating of Good
- A 21st Century Program

We are committed to quality education for each student. It is our goal to continue to give each child the opportunity to excel and grow in a loving and positive environment.

Willie Coker, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	20	12
Percent satisfied with learning environment	100.0%	75.0%	90.9%
Percent satisfied with social and physical environment	100.0%	65.0%	100.0%
Percent satisfied with school-home relations	85.7%	85.0%	63.6%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
<b>HOLD</b>	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	14.8%	0.0%	No
Student attendance rate	96.3%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	94	100	22.6	46.4	31	84.5	76.5	82.4	Yes	Yes
<b>Gender</b>										
Male	42	100	23.7	52.6	23.7	81.6	71.7	78.7	N/A	N/A
Female	52	100	21.7	41.3	37	87	81.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	15	100	N/AV	N/AV	N/AV	100	81	88.9	I/S	I/S
African American	79	100	27.5	49.3	23.2	81.2	72.1	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	33.6	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	83	100	23.3	49.3	27.4	83.6	72.1	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	94	100	16.7	53.6	29.8	88.1	75.3	81.9	Yes	Yes
<b>Gender</b>										
Male	42	100	21.1	55.3	23.7	84.2	72.2	79.9	N/A	N/A
Female	52	100	13	52.2	34.8	91.3	78.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	15	100	6.7	26.7	66.7	93.3	79.5	88.9	I/S	I/S
African American	79	100	18.8	59.4	21.7	87	71.2	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	31.9	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	83	100	17.8	52.1	30.1	86.3	70.1	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	57	100	52.9	43.1	3.9	47.1	59.8	68.6
<b>Gender</b>								
Male	23	100	N/AV	N/AV	N/AV	40	57.2	68.3
Female	34	100	48.4	45.2	6.5	51.6	62.4	68.9
<b>Racial/Ethnic Group</b>								
White	11	100	18.2	63.6	18.2	81.8	69.3	80.7
African American	46	100	N/AV	N/AV	N/AV	37.5	50.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	20	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	51	100	55.6	42.2	2.2	44.4	54.2	57.3
<b>Social Studies</b>								
All Students	58	100	36.5	50	13.5	63.5	61.6	72.5
<b>Gender</b>								
Male	29	100	37	48.1	14.8	63	60	72
Female	29	100	36	52	12	64	63.4	73.1
<b>Racial/Ethnic Group</b>								
White	8	I/S	I/S	I/S	I/S	I/S	67.7	81
African American	50	100	43.2	47.7	9.1	56.8	56.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	27.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	51	100	40	48.9	11.1	60	58.6	62.9

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	24	100	30	40	30	70	70.5	73.2	96.3	96.4
<b>Gender</b>										
Male	9	I/S	I/S	I/S	I/S	I/S	60.5	67.2	96.7	96.2
Female	15	100	25	41.7	33.3	75	80.6	79.4	96	96.6
<b>Racial/Ethnic Group</b>										
White	2	I/S	I/S	I/S	I/S	I/S	80.2	81.5	92	95.5
African American	22	100	27.8	38.9	33.3	72.2	61.2	61.3	97.2	97
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.9	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	N/A	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97.8
<b>Disability Status</b>										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	25.7	26	97.9	95.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	99.9	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	21	100	35.3	35.3	29.4	64.7	63.3	63.2	96.3	96.1

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	20	100	20	35	45	80
	4	28	100	35.7	32.1	32.1	64.3
	5	26	100	39.1	43.5	17.4	60.9
	6	42	100	31	52.4	16.7	69
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	29	100	18.5	37	44.4	81.5
	4	21	100	26.3	42.1	31.6	73.7
	5	23	100	21.1	68.4	10.5	78.9
	6	21	100	26.3	42.1	31.6	73.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2010</b>	3	20	100	40	40	20	60
	4	28	100	25	57.1	17.9	75
	5	26	100	26.1	47.8	26.1	73.9
	6	42	100	40.5	45.2	14.3	59.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	29	100	18.5	55.6	25.9	81.5
	4	21	100	10.5	57.9	31.6	89.5
	5	23	100	15.8	52.6	31.6	84.2
	6	21	100	21.1	47.4	31.6	78.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2010</b>	3	11	100	N/A	N/A	N/A	36.4
	4	28	100	53.6	35.7	10.7	46.4
	5	13	100	36.4	45.5	18.2	63.6
	6	22	100	N/A	N/A	N/A	40.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	14	100	53.8	30.8	15.4	46.2
	4	21	100	N/AV	N/AV	N/AV	52.6
	5	11	100	I/S	I/S	I/S	I/S
	6	11	100	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	9	I/S	I/S	I/S	I/S	I/S
	4	28	100	N/A	N/A	N/A	75
	5	13	100	66.7	25	8.3	33.3
	6	20	100	25	70	5	75
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	15	100	14.3	64.3	21.4	85.7
	4	21	100	42.1	52.6	5.3	57.9
	5	12	100	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2010</b>	3	20	100	15	55	30	85
	4	28	100	7.1	46.4	46.4	92.9
	5	26	100	30.4	30.4	39.1	69.6
	6	42	100	38.1	42.9	19	61.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	24	100	30	40	30	70
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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